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ABSTRACT

A survey polled high schools in Iowa to examine the following research questions: (1) Which high schools in Iowa do and do not publish a student newspaper?; (2) What is the frequency of publication?; (3) Which schools publish their newspaper as part of the local community paper?; (4) What changes have occurred in the profile of the average high school student newspaper since the 1987 Iowa High School Press Association/Iowa Newspaper Association (IHSPA/INA) study?; (5) How do Iowa high schools' figures compare with national figures?; and (6) Do any environmental factors play a part in which Iowa schools do and do not publish newspapers? Many of these questions were answered through a phone survey of principals at 418 public and private schools. Responses were combined with environmental variables obtained from the United States Department of Education Office of Educational Research. These included locale, minority population, and type of school (public or private). Enrollment figures for grades 10-12 for all schools were added from a listing obtained from the Iowa High School Athletic Association. Results showed that 78% of the schools in Iowa publish student newspapers, usually monthly or more frequently, and in most cases as part of the local community newspaper. Through a cooperative effort of the IHSPA and the INA, the data collected will be the first step toward helping the 92 schools without newspapers begin to publish one. Findings showed a 5% decrease in the percentage of schools publishing a newspaper. (Contains 12 tables of data, 29 notes, and 10 references.) (TB)

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LIFE AFTER *DEATH (BY CHEESEBURGER)*: AN IOWA UPDATE

75 Word abstract

Death by Cheeseburger recommends that all high schools publish a student newspaper. This paper outlines research in Iowa to determine which schools do and do not. A profile of Iowa high school journalism and a comparison with national figures are also included. Data collected via a census telephone survey of Iowa high schools be used to help the IHSPA and INA assists schools who don't publish a student newspaper begin to do so.

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LIFE AFTER *DEATH (BY CHEESEBURGER)*: AN IOWA UPDATE

> Every high school should have a newspaper that publishes at least once a month. Without a high school newspaper, communication at all levels of the school suffers. Foundations, professional press groups, and scholastic journalism associations should mount a major effort to identify high schools without newspapers and develop action plans to help them get newspapers started.[1]

Death by Cheeseburger: High School Journalism in the 1990s and Beyond, the 1994 Freedom Forum publication, is "the first comprehensive report in 20 years on high school journalism."[2] In the introduction, Allen H. Neuharth, Freedom Forum chairman, says that:

> ...high school journalism is one of the best experiences a young person can have....We at The Freedom Forum believe that the values of free press, free speech and free sprit are best learned early. Secondary education is enriched by the application of those lessons in putting out a school newspaper.... A high school without a newspaper is a poorer school indeed.[3]

Then, at end of the book, a list of 12 steps for improving high school journalism is presented. The quotation that begins this paper is the first step. This list of recommendations begins with a very fundamental assumption —

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[1]*Death by Cheeseburger: High School Journalism in the 1990s and Beyond*, (Arlington, VA: The Freedom Forum, 1994) 147.

[2]Cheeseburger, vi.

[3]Cheeseburger, v.

that every high school should publish a newspaper. A second assumption is that organizations outside the schools themselves – foundations, press groups and scholastic journalism associations – should take steps to ensure that each school does just that. Before putting such a suggestion into action, one must first question, is this a valid assumption? In this era of limited school budgets and an increase in graduation requirements, why publish a newspaper? What educational benefits can be derived from such an expenditure of precious education dollars and class time?

SHOULD EVERY SCHOOL PUBLISH A NEWSPAPER? LITERATURE REVIEW

The editors of *Death by Cheeseburger*, in a chapter devoted to what the journalism profession can do to help schools establish and improve student newspapers, chose to highlight one fundamental educational benefit from such an expenditure.

> "Journalism can be a great tool to teach social issues and civic responsibilities, and to help prepare students for life after they leave the protected confines of high school." Joe Moss, Editor of the Dell Rapids *Tribune* (circulation 1,166) and the Baltic *Beacon* (circulation 318) in South Dakota believes it is important for professional journalists to serve as First Amendment advocates for the students.[4]

The other 1994 book devoted to high school journalism, *Journalism Kids Do Better*, does not specifically address the

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[4]Cheeseburger 51.

question of whether or not each high school should publish a student newspaper. The closest the authors, Jack Dvorak, Larry Lain and Tom Dickson come to addressing this issue is in a chapter entitled "What are we doing here anyway?" Written by Larry Lain, this chapter describes a journalism educator's role in the school and the unique position he or she holds. In this chapter, Lain lists six educational functions performed by school journalism programs. The free-expression and civic responsibility perspective described by Editor Moss is just one of these. The others are:

1. The mechanistic function that journalism is to provide reinforcement for grammar and writing skills taught in other classes and to provide a means for students to have their writing published.[5]

2. The public relations or "school booster" function of helping to improve relations between the school and the community.[6]

3. The vocational view that journalism can provide career training for students.[7]

4. The informational view that journalism provides useful information and entertainment for its consumers.[8]

5. The integrative view that journalism is as effective as any other program in the school in teaching responsibility, teamwork, self reliance, and teamwork.

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[5]Jack Dvorak, Larry Lain and Tom Dickson, *Journalism Kids Do Better* (Bloomington: ERIC Clearing House on Reading, 1994) 5.

[6]Dvorak, 6.

[7]Dvorak, 6.

[8]Dvorak, 7.

These five combine with the view expressed in *Cheeseburger* by Editor Moss, that high school journalism teaches "social issues and civic responsibility." This is often referred to the First Amendment function because it says school publications should be forums for student expression. The logic is that students who are encouraged to develop, test and express their ideas and opinions are more apt become the informed and active citizens necessary in a democratic society.

Eleanor Novek argues for yet another role for high school journalism. She says high school journalism programs empower young people. She draws on Habermas' notion of "communicative action" that promotes group effort and enhances self-determination. In "Buried Treasure: The Theory and Practice of Communicative Action in an Urban High School Newspaper" Novek says:

> Many high school journalism projects, courses, programs, etc., take for granted that the unproblematic goal of their efforts is to train young people to enter the field of professional journalism... Along the way, educators emphasize the industry standards of the news business, and young people are socialized accordingly, while the relationships involved in the gathering, construction and presentation of news remain largely unexplored.
>
> Yet these relationships can be significant facilitators of empowerment for young people, and represent the "buried treasure" of journalism education. The practices of newsmaking not only enhance speech and textual communication skills, but through communicative action, can also enhance perceptions of self-efficacy, strengthen reference group bonds, promote the sharing of viewpoints and the reframing of negative self-images, teach the value of cooperative effort, and enable the

> crossing of social boundaries into worlds not previously traveled. As young people construct stories of the world around them, learning to recognize their own shared interest and common predicaments, they can empower themselves to take more active positive roles in their lives, whether or not they enter the profession of journalism.[9]

From experiences gained through her work with African-American students in an inner city Philadelphia school, Novek argues that many of the "experiences urban adolescents have are detrimental to their social growth, and do not contribute to their self-determination." She cites violent death, criminal arrest and teenage pregnancies as examples of such experiences. She concludes that:

> In an environment so threatening, an educational strategy that acknowledges young peoples' life experiences and holds their attention long enough to strengthen their communication skills may not only contribute to their self-determination, but their survival.

Novek adds empowerment to the good citizen, educational, public relations and vocational benefits to be derived from high school journalism. In sum, all of these benefits to individual students, to schools and to society buttress the *Death by Cheeseburger* assumption that all high schools should publish a high school newspaper.

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[9]Eleanor M. Novek, "Buried treasure: The theory and practice of communicative action in an urban high school newspaper" (Paper presented at AEJMC Convention in Kansas City, 1993) 1.

All the Help We Can Get: The Professional Media Role

Having established this assumption, the editors of *Death by Cheeseburger* dictate the role that the professional newsmedia should play in promoting high school newspapers in their communities. The sixth item in the list of 12 steps is:

> Newsmedia should provide vigorous moral and material support for the practice and teaching of journalism in high schools and independent youth newspapers. Every newspaper should take responsibility for the existence and well-being of school newspapers in its community. State press associations and other groups at the national level should develop plans to support journalism, whether this is initiated through individual schools, school systems or scholastic journalism associations.[10]

Cheeseburger's editors give the following five reasons why community newspapers should become involved with high school journalism. Obviously, you will note some overlap between this list and the list from *Journalism Kids Do Better* of the functions performed by high school journalism programs. It is important to note that Lain's list is developed from an educational perspective, and the list that follows describes the benefits derived when community journalists become involved.

1. To bolster schools and rescue journalism programs threatened by budget cuts, indifference, censorship and poorly trained students.

2. To recruit young talent – especially ethnic minorities – into the profession.

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[10]Cheeseburger, 147.

3. To connect with young people, their thoughts and concerns, so journalists can do a better job of covering them.

4. To cultivate newspaper readership among young people so they develop an appetite for the news.

5. To instill an appreciation of First Amendment freedoms in students, who become better citizens and in the process enrich our democracy.[11]

This is a brief outline of theory behind the assumptions that every high school should publish a newspaper and that the professional media should actively support student journalism in their home communities. In order to better understand how this can be accomplished, the programs of one state, Iowa, will be examined in greater detail.

The Iowa Story

The state of Iowa has a long history of a close association between high school journalism and the professional newspapers. The editors of *Death By Cheeseburger* drew on research done by Mary Arnold, executive director of the Iowa High School Press Association in describing this association. In Iowa, it's common for high schools to print their school newspapers on the "school page" of the local newspaper. The practice started in the 1950s when Lester Benz was executive director of the Iowa High School Press Association. Benz, who had been a newspaper editor himself, went from town to town persuading newspapers

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[11]Cheeseburger, 50.

to adopt the "school page" idea. He told editors, "school news has the highest readership of all categories in the weekly paper. Your readers want it and are going to demand it.[12] They love school news... I would no more think of running a weekly newspaper without a school page than I would think of omitting the locals, the personals and the socials."[13]

Benz also said, "I think that professional newspaper men must take a greater interest in the high school journalism programs in their own high schools. Here is a place where we can render some much needed service to our schools, and it is also something that we owe to our own profession."[14]

The benefits to both students and editors are numerous. The local paper is provided a weekly page of school news without staff writers being taxed. Students also get a taste of professional journalism – having to meet deadlines, cope with last minute layout changes and covering evolving stories, all with the knowledge that their mistakes will be scrutinized, not just by their teacher, but the entire community.[15]

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[12]Cheeseburger, 56.

[13]Lester Benz, Speech delivered to the Iowa Press Association during Newspaper Week, Sept. 26, 1958.

[14]Benz.

[15]Mary Arnold, "A profile of Iowa high school newspapers: the state of the State" (Paper presented at the AEJMC Convention, Portland, 1988), 6.

THE CURRENT STUDY

This study focuses specifically on the schools of that one state – Iowa. It was conducted by Iowa High School Press Association (IHSPA) office staff in cooperation with the Iowa Newspaper Association (INA). The purpose of the study was to determine which schools in Iowa did and did not publish a newspaper. This survey was a necessary first step in a cooperative effort that will be launched jointly by the IHSPA and INA to encourage and enable those schools in Iowa that do not publish a newspaper to begin doing so. That cooperative effort will be described in greater detail in the recommendations section at the end of this paper.

Research Questions

The following research questions are addressed in this study:

1. Which high schools in Iowa do and do not publish a student newspaper?
2. What is the frequency of publication for schools that have a student newspaper?
3. Which schools publish their newspaper as part of the local community newspaper?
4. What changes have occurred in the profile of the average high school student newspaper since the 1987 IHSPA/INA study?
5. How do Iowa high schools compare with national figures?
6. Do any environmental factors play a part in which Iowa schools do and do not publish student newspapers?

Answering the Questions: Methodology

The Iowa High School Press Association conducted a mail survey in November of 1987 to collect descriptive data about student newspapers in Iowa.[16] From the data received, a profile of the average Iowa high school and its student newspaper were developed. Many of the same items were used in the current phone survey. Both included the following environmental variables: locale, enrollment and whether the school was public or private. Both surveys asked respondents if their school published a newspaper and what was the method and frequency of publication. In the findings section of this paper the two surveys are compared.

The Telephone Survey

In November 1994 a telephone listing of all Iowa high schools was compiled. A census telephone survey was conducted in November and December by calling the principal at each of the 418 public and private high schools in the state. The format and design of the questionnaire were suggested by studies conducted by Don Dillman.[17] A telephone survey was the method selected to obtain the data because

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[16]Arnold.

[17]Don Dillman. *Mail and Telephone Surveys* (New York: John Wiley & Sons, Inc. 1978).

information was needed from every high school in Iowa. Since the questionnaire was so brief, the researchers decided that calling each principal was the most economical way to conduct the survey. A mail survey would have cost more to duplicate and mail out as would a follow up survey to non-respondents. These, in turn, would have to be followed up by phone calls to those who had not responded to either mailing. Both cost and time constraints made the telephone survey the most efficient and cost effective method. Two undergraduate students made the calls during the 8 a.m. to 4 p.m. time slot when principals are at school. Principals were called because their names were available on the directory of schools obtained from the Iowa Department of Education.[18] Phone numbers for all schools were included in the directory as well.

A script of the questionnaire was prepared and training sessions for the student workers was conducted. School principals were asked the following questions:

1. Does your school publish a student newspaper or a page in the local newspaper?
2. How often is it published?
3. Is it published on a page or pages of the local town or city newspaper?

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[18] *Iowa Educational Directory: 1994-5 School Year* (Des Moines: Iowa Department of Education, 1994)

4. Is it published as an insert in the local newspaper?[19]

Procedures

The responses from the phone survey were combined with environmental variables obtained from the US Department of Education Office of Educational Research. These included the locale, minority population and the type of school (public or private). Enrollment figures for grades 10-12 for all schools were added from a listing obtained from the Iowa High School Athletic Association.[20]

Responses to the phone survey and the environmental variables were combined into one computer data base. Responses to the questionnaire were coded numerically and collapsed or recoded when required for analysis.

The type of school was coded 1 for public 2 for private and 4 for an alternative school. The locale variable was coded 1-7 as listed on Table 1 below.

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[19]Respondents were also asked if they would like a copy of the survey results. All of them said they would.

[20]*Iowa High School Athletic Association: May Bulletin* (Boone, IA: Iowa High School Athletic Association, 1994)

Table 1. – Locale Listings as defined by the National Data Resource Center of the U.S. Department of Education Office of Educational Research and Improvement based on Population Density

Locale	Definition
Large Central City	Central city of Standard Metropolitan Statistical Area (SMSA) with population greater than or equal to 400,000 or a population density greater than or equal to 6,000 persons per square mile.
Mid-size Central City	Central city of SMSA but not designated Large Central City.
Suburb of Large City	Place within an SMSA of Large Central City and defined as urban by US Bureau of Census.
Suburb of Mid-size City	Place within an SMSA of Mid-size city and defined as urban by US Bureau of Census
Large Town	Place not within an SMSA, but with population greater than or equal to 25,000 and defined as urban by US Bureau of Census.
Small Town	Place not within an SMSA, with population less than 25,000 but greater than or equal to 2,500 and defined as urban by US Bureau of Census
Rural	Place with population less than 2,500 and defined as rural by US Bureau of Census.

Since minority population figures ranged from 0 to 32 percent in 24 increments, these were collapsed into two categories. Most schools (84.2 percent) fell under the state average of 3 percent. Schools were recoded 0 for no minority students, 1 for one percent, 2 for two to three percent and 3 for more than 3 percent.

Enrollment figures from grades 10-12 were collapsed into four categories and coded numerically. They are:

1. Fewer than 300
2. 300-500
3. 500-1,000
4. Greater than 1,000.

Responses to the following questions were coded 1 for "yes" and 0 for "no:"

1. Does your school publish a student newspaper?

2. Is it published weekly?

3. Is it published bi- or tri-weekly?

4. Is it published monthly?

5. Is it published less frequently than monthly?

6. Is it published in local newspaper?

7. Is it published on a page or pages in the local newspaper?

8. Is it published as an insert in the local newspaper?

AND THE ANSWERS ARE: FINDINGS

Data from the questionnaire were analyzed, and the findings for the various research questions are presented in this section.

Research question 1. Which high schools in Iowa do and do not publish a student newspaper?

Table 2 (on the following page) shows that 78 percent of the schools in Iowa publish a high school student newspaper.

Table 2 – Iowa High Schools that Do and Do Not Publish Student Newspapers.

Response	%	N
Publish	78	326
Do Not Publish	22	92
Total	100	418

Research Question 2. What is the frequency of publication for schools that have a student newspaper?

Most student newspapers in Iowa are published monthly or more frequently. Table 3 below presents the results of the current study.

Table 3 – Frequency of Publication of Iowa High School Newspapers

Response	%	N
Weekly	36	117
Every 2 or 3 weeks	16	53
Monthly	40	130
Less than monthly	8	26
Total	100	326

Research Question 3. Which schools publish their newspaper as part of the local community newspaper?

Table 4 shows that most Iowa high school newspapers are published as part of the local newspaper.

Table 4 – Percentage of Iowa High School Newspapers Published in Local Newspapers

Response	%	N
Published in local paper	60	194
Not in local	40	132
Total	100	326

The vast majority of those papers that are published in the local newspaper are printed as a "school page" included on the pages of the local newspaper. Only about 15 percent (fewer than one in six) are printed separately and inserted into the local paper.

Table 5 – Percentage of Iowa High School Newspapers printed on the Pages of and Inserts in the Local Newspaper

Response	%	Total
Page in local	85	165
Insert in local	15	29
Total	100	194

Research Question 4. What changes have occurred in the profile of the average high school student newspaper since the 1987 IHSPA/INA study?

In November of 1987 a mail survey was conducted to collect descriptive data about student newspapers in Iowa.[21]

[21]Arnold.

From the data received, a profile of the average Iowa high school and its student newspaper was developed. One major difference between the two studies is that the current study is a census of all the schools while the 1987 study had a response rate of 70 percent (See Table 6 below.)

Table 6 – Comparison of Respondents in 1994 and 1987 Iowa High School Newspaper Studies

Category	1994		1987	
	%	N	%	N
Respondents	100	418	70	352
Public v. Private Schools				
Public	92	383	92	324
Private	8	35	8	28
Total	100	418	100	352
Rural/small town v. urban/suburban schools				
Rural/Small town	83	348	84	296
Urban/Suburban	17	59	16	56
Total	100	418	100	352
School Enrollment figures				
<300	61	270	50	174
300-500	13	55	23	82
500-1,000	13	56	16	56
>1,000	19	37	9	32
Total	100	418	100	352

The findings on Table 6 indicate that there have been few demographic changes in Iowa schools. The percentage of public and private schools in the state has remained fixed even though the number of schools in the state has decreased from 501 to 418. Few schools have actually closed, most have been consolidated with neighboring schools. This results in some very unusual school names. For instance BCL-UW High School was formed when three schools (Beamon, Conrad and Liscomb High Schools) were consolidated, and later this new school joined with two other schools (Union and Witten High Schools) also previously consolidated.[22]

The percentage of respondents in rural and small town schools has remained the same. However, the number of schools with enrollment of less than 300 has increased while the number in schools with a population of 300-500 has decreased.

Approximately the same percentages of schools publish a student newspaper. The percentage of schools publishing a weekly or bi- or tri-weekly newspaper has decreased. Those publishing monthly have increased, but those that publish less than monthly have stayed the same.

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[22]*Iowa Educational Directory: 1994-5 School Year* (Des Moines: Iowa Department of Education, 1994) 90.

Table 7 – Comparison of Publishing and Frequency of Publication Results 1994 and 1987 Iowa High School Newspaper Studies

Category	1994		1987	
	%	N	%	N
Publish a school newspaper	78	326	80	282
Frequency of publication				
Weekly	36	117	39	101
2-3 weeks	16	53	27	69
Monthly	40	129	26	68
<Monthly	8	26	8	21
Total	100	326	100	259

Table 8 – Profile Changes in Average Iowa HS from 1987 to 1994

Characteristic	1994	1987
Public	92	92
Rural/Small Town	84	80
Enrollment <300	61	50
Publishes Paper	78	83
Publishes Monthly	40	26
Part of Local	59	70

In the period since the last study, the greatest change in the profile of the average Iowa high school is that it now publishes a monthly rather than a weekly student newspaper.

Research Question 5. How do Iowa high schools compare with national figures?

Table 9 – Comparison of Iowa High Schools and National High Schools

Category	National %		Iowa %	
	All schools	Schools that Publish	All schools	Schools that Publish
Public v. Private				
Public	89	90[23]	92	92
Private	11	10	8	8
Locale				
Rural	28	43[24]	57	51
Small Town	36	20	27	30
Large Town	10	7	3	3
Suburb Medium City	4	6	2	2
Medium City	7	7	12	14
Suburb Large City	8	8	0	0
Large City	6	4	0	0
Enrollment				
<200	4[25]	25	64	60
200-500	13	28	13	14
500-1,000	32	22	13	16
>1,000	51	25	9	11
Minority population				
1-3%		33[26]	84	82
Publish a newspaper	79[27]		78	
At least monthly	67[28]		92	

[23]Dvorak, 78.

[24]Dvorak, 79.

[25]*Digest of Education Statistics 1992* (Washington D.C.: US DOE Office of Educational Research and improvement), 138.

[26]Dvorak, 81.

[27]Dvorak, 73.

[28]Dvorak, 74.

Table 9 is a comparison of Iowa schools with figures from the federal government and other scholastic journalism research presented in the recent book *Journalism Kids do Better.*

As Table 9 above shows, almost 79 percent (78.8%) of America's high schools publish newspapers. At 78 percent, Iowa is right in line with the national figures. This table also shows that Iowa follows national figures on the proportion of public and private schools

One significant difference shown is that Iowa has more rural and small town areas than the national average. Iowa also has a larger percentage of schools with low enrollments than national figures.

The minority population of Iowa when compared to national figures shows another major difference. Eighty-two percent of Iowa schools have less than 3 percent minority enrollment compared to 33 in *Journalism Kids do Better.* By comparison, the average minority enrollment in all United States secondary schools is 29 percent.

Table 9 also shows that Iowa schools publish far more issues each year than the national average. So even though Iowa students are publishing less frequently than they were in 1987, they are still far ahead of the national average.

Research Question 6. Do any environmental factors play a part in which Iowa schools do and do not publish student newspapers?

Research question 6 asks if certain environmental factors have an influence on whether or not high schools publish newspapers. To answer this question, several environmental factors were used as predictor variables and statistical tests were run.

Table 10 – Percentage of Respondents in Each Category of Environmental Variables

Environmental variable	Percentage	
Student enrollment		
>100	21%	
101-300	42%	
301-500	14%	
501-1,000	14%	
>1,000	9%	
Total	100%	(N=418)
Locale		
Medium City	12%	
Suburb Medium City	2%	
Large Town	3%	
Small Town	27%	
Rural (7)	57%	
Total	100%	(N=418)
Minority Population		
None	29%	
One Percent	35%	
Two-Three Percent	20%	
>Three Percent	16%	
Total	100%	(N=418)

For this study the chi-square test or cross tabulation and Pearson correlation matrix were used. A chi-square is a

value showing the relationship between expected frequencies and observed frequencies. A cross tabulation is an extension of the chi-square where two or more variables are tested simultaneously. For this study, a probability level of .05 or lower was selected. The percentage of the respondents in each of these variables is shown on Tables 10-12.

To determine if these four characteristics overlap, a Pearson correlation matrix was run. As shown in Table 11 below, there is some correlation among three of the variables, locale, enrollment and minority population. However, there is still ample room for differences to appear. The small correlation will account for some of the redundancy in the findings.

This is not surprising because it is logical to assume that rural locations will have greater numbers of smaller schools. Where the population is sparse, the number of students in each school would logically be smaller. As is true across most of the northern United States, the minority population in Iowa is also generally located in the larger cities. This would account for the overlapping with schools with higher enrollment as well, since the larger high schools are found in the urban and suburban locales.

Table 11– Pearson Correlation Matrix for Environmental Variables

	Publish	Locale	Enrollment	Minority
Publish	1.00			
Locale	-0.16	1.00		
Enrollment	0.25	-0.51	1.00	
Minority	0.15	-0.44	0.43	1.00

Table 12 – Environmental Factors as Predictor Variables

Environmental Factor	Not Publish	Publish	Total	N
Student enrollment				
>100	36%	64%	100%	85
101-300	27%	73%	100%	173
301-500	24%	76%	100%	59
501-1,000	10%	90%	100%	60
>1,000	0%	100%	100%	41
Total	22%	78%	100%	418
X^2=27.7, df 4, p<.00				
Locale				
Medium City	10%	90%	100%	50
Suburb Medium City	22%	78%	100%	9
Large Town	18%	82%	100%	11
Small Town	11%	89%	100%	111
Rural	30%	70%	100%	237
Total	22%	78%	100%	418
X^2=21.1, df 4, p<.00				
Minority Population				
None	28%	72%	100%	120
One Percent	25%	75%	100%	147
Two-Three Percent	18%	82%	100%	85
>Three Percent	11%	89%	100%	66
Total	22%	78%	100%	418
X^2=9.3, df 3, p<.03				

As Table 12 indicates, smaller schools are less likely to publish newspapers. As the enrollment of a school increases, it is more likely to publish a student newspaper. As the school enrollment declines, the school is less likely to publish a newspaper.

Urban schools are more likely to publish newspapers than their rural counterparts. This is in part due to overlap with enrollment figures. However, this overlap only accounts for half of the schools that do not publish newspapers. The other half of the schools do not have significantly different enrollment figures than their counterparts who publish newspapers.

A higher percentage of the schools that do not publish newspapers has no minority students. The fact that schools with the higher minority populations publish a newspaper is due, in part with the overlap with locale and enrollment variables. As is true with most northern sections of the United States, the minority population in Iowa tends to be concentrated in the urban areas. However, it must be stressed that the state of Iowa has a very low minority population of 3-4 percent which is well below the national average of 29 percent.

WHAT CAN AND SHOULD BE DONE: CONCLUSIONS AND RECOMMENDATIONS

Through a cooperative effort of the IHSPA and INA, the data collected through this survey will be the first step in a project designed to help some the 92 Iowa high schools that do not publish a newspaper begin to do so. Using the list of schools that do not publish newspapers, the Iowa newspaper association set a memo to INA members. The memo, in part, said:

> According to IHSPA research, a high school in your community is without a student newspaper. The INA is developing a list of publishers from towns where such high schools are located to determine which publishers would be willing to work with their schools to establish new high school newspapers.
>
> The INA Student Committee is involved with this project. Committee members believe high school newspapers serve many useful purposes. They help get young people interested in our profession. They help develop a public awareness about issues and challenges facing newspapers. A high school paper may even provide your paper with a new reader feature, should you elect to publish it.[29]

The memo also included a form for publishers to complete and return to the INA office. These in turn were forwarded to the IHSPA headquarters. Thus far, 22 publishers have responded that they are willing to work with their local high school to establish a student newspaper and that they would consider publishing the student paper in their newspapers.

A letter has been sent to the principals and superintendents at those 22 schools asking them if they are

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[29]Bill Monroe, Memo from executive director dated February 24, 1995 to selected INA members with regard to student newspaper possibilities.

interested in investigating the possibility of starting a student newspaper at their schools. The letter indicates that the local newspaper will provide assistance and that the IHSPA officers and members will also serve as student and adviser mentors. In addition, IHSPA will provide a start up packet prepared by Jeff Morris, a University of Iowa undergraduate student, under the direction of Richard P. Johns, Quill and Scroll Society executive director. This packet includes information on working with the principal, budgeting and other financial concerns, scheduling, the adviser's responsibilities, the role of the journalism program, publication policies, equipment, recruiting students and setting first year goals.

If the project proceeds according to schedule, students and advisers from several schools will begin their training this summer at the University of Iowa Summer Journalism Workshops and will start to publish a newspaper some time during the following school year. Obviously, this current study was essential for this project to get off the ground.

However, this study also provides insight into the status of student newspapers in Iowa. There has been a 5 percent decrease in the percentage of schools publishing a newspaper. Fourteen percent of the schools publish less frequently, and 11 percent fewer schools publish a newspaper in the local newspaper. Overall, there has been a slight decline in these three measures of quality in Iowa in the

past seven years. This slow erosion can be more easily stopped before the damage becomes extensive.

Since small, rural schools are least likely to publish a student newspaper, special efforts must be targeted at these schools. These schools are apt to have the fewest available students and staff and face serious economic challenges. Many of these schools may be facing a State mandate to consolidate with other schools in their area to form larger schools. While this is bad news for the local communities, the move toward consolidation increases the likelihood the students in the school will publish a student newspaper.

Since Iowa has a very low minority population, special efforts must continue to be expended to encourage young students of color to participate in high school journalism. While this is especially true in the urban areas, there are several small rural towns that have a minority population that approaches 25 percent. The reason for the high population is economic. Meat and poultry processing plants are located in these communities. The jobs in these plants attract new people to the towns; in many cases these new arrivals are people of color. The jobs tend to be low paying and attract recent arrivals to the United States. While this means inexpensive labor for the plants, it also puts special challenges on the local schools. There is an increased need for English as a second language (ESL) teachers. Because of language difficulties, these students tend to avoid working

on student publications unless a conscious effort is made to recruit them and provide special training for them. Like Eleanor Novek's inner city students, such student needs for empowerment may be met through working on student publications.

Is there life for high school journalism after the publishing of *Death by Cheeseburger*? This study shows that the answer in the state of Iowa is a resounding "yes." Efforts have already begun to start or revive student newspapers in schools that do not publish them. Inspired by information in *Death by Cheeseburger* and other recent research (including the study reported here), keeping high school journalism alive and thriving in Iowa is a top priority for the Iowa High School Press Association. The Iowa Newspaper Association Student Committee has made high school journalism one of its major areas of emphasis and assistance as well. Spurred on by the recommendations in *Death By Cheeseburger*, high school journalism in Iowa will become livelier yet.

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